

# CATCHING UP TO THE CORE:

Common Sense Strategies for Accelerating Access to the Common Core in California



December 2012

# THE STATE MUST ACCELERATE COMMON CORE STANDARDS IMPLEMENTATION TO ENSURE EQUITABLE ACCESS

*California has historically been a leader in standards-based education reform.*

*However, rather than build on this history, California has lagged behind other states in CCSS implementation efforts, leaving most districts and schools without meaningful support.*

# COMMON CORE STATE STANDARDS OFFER IMPROVEMENTS ON CURRENT CALIFORNIA CONTENT STANDARDS

- ✓ Reduce the number of standards
- ✓ Increase academic rigor
- ✓ Increase the emphasis on content-rich nonfiction and academic language
- ✓ Allow for cross-state comparability, portability and resource sharing

# STANDARDS IN ACTION: HOW CURRENT STANDARDS COMPARE TO CCSS

## Sample ELA Standards:

Grade Level	California ELA Content Standards (1997): Literary Response and Analysis (Standard 3.0)	CCSS for ELA and Literacy (2010): Reading Standards for Literature, Key Ideas, and Details (Standard RL.K/4/9.3)
Kindergarten	Distinguish fantasy from realistic text.	With prompting and support, identify characters, settings, and major events in a story.
Fourth grade	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Ninth grade	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

# STANDARDS IN ACTION: HOW CURRENT TASKS COMPARE TO CCSS

## Sample Standards-Aligned Task:

Grade Level	Typical Task based on California ELA Content Standard: Literary Response and Analysis <sup>12</sup>	Example Task developed for CCSS for ELA and Literacy: Literature, Key Ideas, and Details <sup>13</sup>
Ninth grade	<p>In <i>To Kill a Mockingbird</i>, Atticus states that it is his moral obligation to defend Tom Robinson: "...before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience." What does it mean to have integrity, honesty, or a conscience? How important are these characteristics? Tell about a time when you have noticed someone behaving according to their moral conscience, integrity, or a lack thereof.</p>	<p>How does Harper Lee use characters and events in <i>To Kill a Mockingbird</i> to define courage? After reading Part One of <i>To Kill a Mockingbird</i>, write an essay that defines courage and explains how three different characters show courage. Support your discussion with evidence from the text(s). What conclusions or implications can you draw?</p>

# IMPLEMENTING THE CCSS EQUITABLY AND EFFECTIVELY MEANS STATE LEADERSHIP ON FOUR KEY INTERRELATED POLICIES

- 1 Professional development content and delivery
- 2 Instructional supports and materials alignment
- 3 Implementation costs and technology infrastructure
- 4 Alignment with higher education

# PROFESSIONAL DEVELOPMENT CONTENT AND DELIVERY

The potential of the CCSS will only be realized by strengthening educators' capacity to provide standards-based instruction that emphasizes critical thinking skills and pushes all students towards achieving greater depths of understanding.

## Promising Practices:

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
OHIO DEPARTMENT OF EDUCATION  
GEORGIA DEPARTMENT OF EDUCATION

## Lessons for California:

Teachers can be trained quickly and effectively using a modularized, regionalized, and/or online approach.

# PROMISING PRACTICE IN PROFESSIONAL DEVELOPMENT CONTENT AND DELIVERY

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

- Immediately following state adoption of the CCSS, district leaders convened a stakeholder group to write an implementation plan.
- Initiated staged implementation, beginning with ELA and a small cohort of grade-level teams (~125 teachers), then expanded to 2<sup>nd</sup> cohort of 19 schools.
  - Used district's existing process of data inquiry and analysis
  - Teacher leaders from first cohort facilitating expansion



# INSTRUCTIONAL SUPPORTS AND MATERIALS

Educators need comprehensive, well-organized, quality resources that don't just tell them what standards to teach but offer support with how to teach them. The state must provide more resources for teachers and students in districts without the capacity to create strong instructional supports from the state's curriculum frameworks.

## **Promising Practices:**

CALIFORNIA OFFICE TO REFORM EDUCATION (CORE)  
NEW YORK CITY DEPARTMENT OF EDUCATION  
MULTI-STATE ALLIANCE: SHARED LEARNING COLLABORATIVE

## Lessons for California:

There is a wealth of instructional materials being created in CA and across the country; the state should act as an arbiter of quality.

# PROMISING PRACTICE IN INSTRUCTIONAL MATERIALS AND SUPPORT

## CALIFORNIA OFFICE TO REFORM EDUCATION (CORE)

- 8-member school districts (Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, and Sanger Unified School Districts) collaborating to align assessments, materials, and PD
- Summer Design Institute (2012)
  - Grade-level design teams developed performance task modules, consisting of: formative assessment tasks, rubrics, teacher instructions, and student work exemplars.
  - Expected to be open-source materials for all to use

# IMPLEMENTATION COSTS AND TECHNOLOGY INFRASTRUCTURE

Estimates of the cost of implementation vary depending on how the state chooses to approach professional development methods and materials adoption. The greatest cost will likely come from ensuring all schools have reliable technology infrastructure and sufficient capacity to deploy online assessments (in 2014-15).

## **Promising Practices:**

NEW YORK STATE EDUCATION DEPARTMENT  
RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY  
EDUCATION

## Lessons for California:

Technology costs can be mitigated by repurposing dollars and creatively generating new revenues, including capital bonds and/or public-private partnerships.

# PROMISING PRACTICE IN IMPLEMENTATION COSTS AND TECHNOLOGY INFRASTRUCTURE

## RHODE ISLAND DEPARTMENT OF EDUCATION

- Survey of access to technology in schools revealed need for improvements to school infrastructure, inc. securing bandwidth and equipment for wireless access
- State education officials worked together to propose \$20M Technology Infrastructure Bond (pending)

# ALIGNMENT TO HIGHER EDUCATION PLACEMENT REQUIREMENTS AND CREDENTIALING

Developed in collaboration with higher education leaders, the new college and career-ready standards provide an opportunity to vertically align first-year, credit-bearing postsecondary courses. The state must also ensure teacher preparation programs and credentialing requirements (especially for teachers of ELs) are aligned with the CCSS.

## Promising Practices:

KENTUCKY DEPARTMENT OF EDUCATION  
TENNESSEE DEPARTMENT OF EDUCATION

## Lessons for California:

The CCSS offer an opportunity for greater vertical alignment between high school and postsecondary institutions, in course placement decisions and teacher preparation programs.

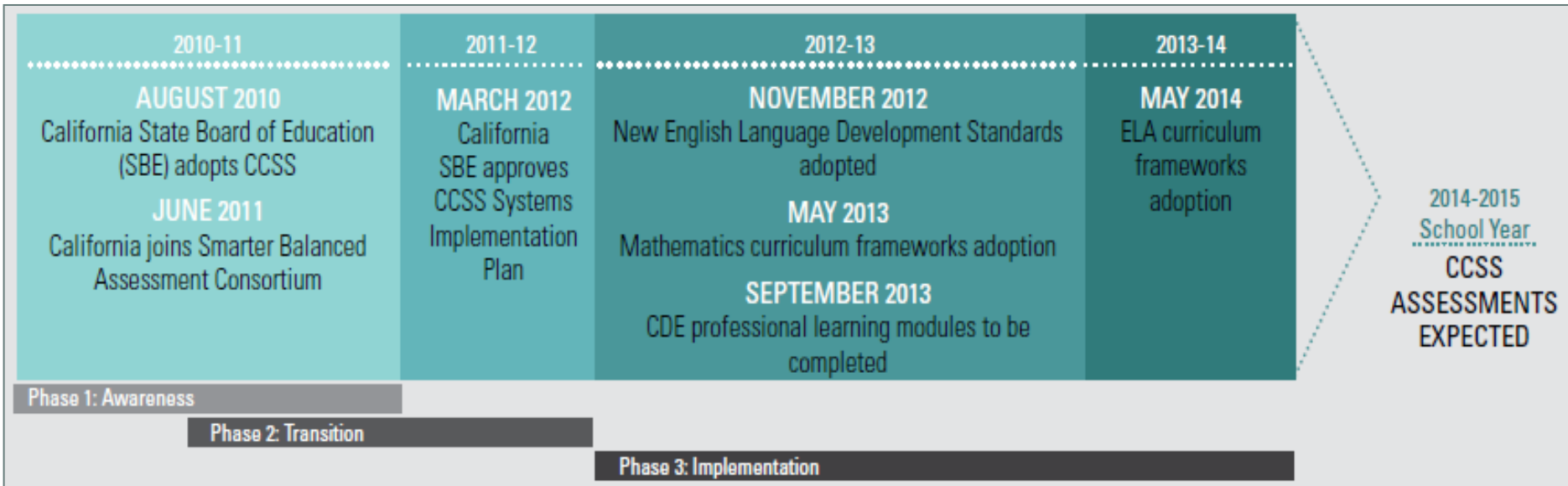
# PROMISING PRACTICE IN ALIGNMENT WITH HIGHER EDUCATION

## KENTUCKY DEPARTMENT OF EDUCATION

- Comprehensive implementation strategy that includes a high level of engagement with higher education
- Interagency resolution signed between the KY Board of Education, the Council on Postsecondary Education, and the Education Professional Standards Board to formalize integration of standards into K-12 curriculum, teacher preparation, and other higher education activities.
- Enacted regulations to define common standards for admission and remediation in all public postsecondary institutions

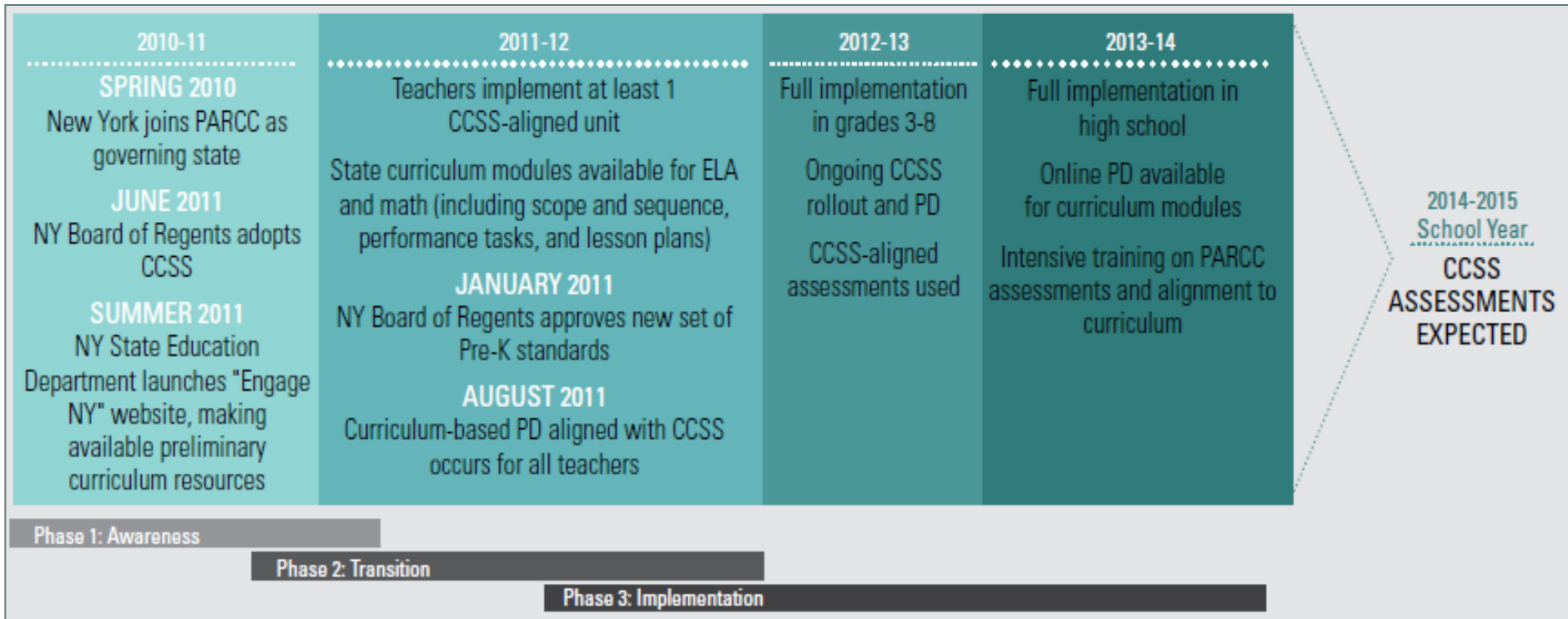
# CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

## California Implementation Timeline:



# CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

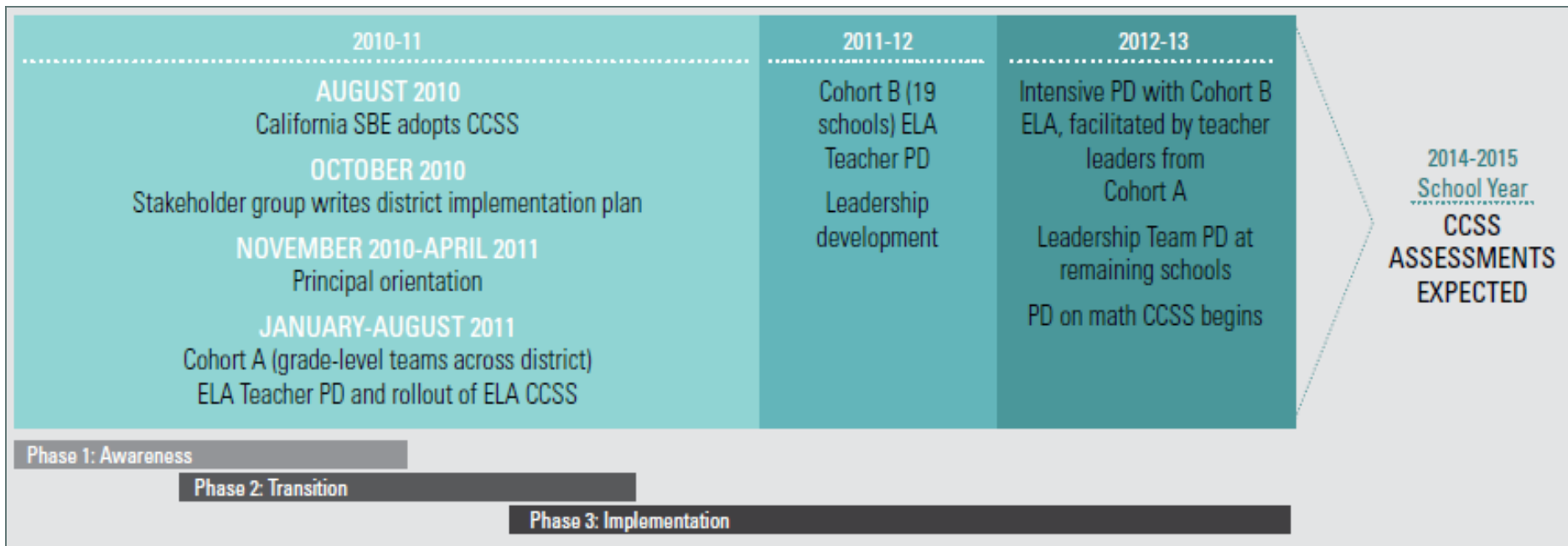
## New York Implementation Timeline:





# CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

## Sacramento City Unified Implementation Timeline:



# WHAT CAN BE DONE?

## RECOMMENDATIONS FOR STATE LEADERS

- 1 Better **communicate** the shift in standards and expectations with teachers, parents, and community members across the state.
- 2 Provide access to **high-quality professional development** modules developed by local school systems, certify professional development providers, and employ a regional approach.
- 3 Set **rigorous quality standards** to ensure instructional and supplemental materials are of the highest quality and fully CCSS-aligned.
- 4 **Share the cost** of implementation with other states, deploy cost-saving technologies, and provide critical funding through a statewide technology bond.
- 5 **Align expectations** in higher education with the new standards, particularly in placement decisions and teacher preparation.
- 6 To ensure continuous improvement, conduct an **independent multi-year evaluation** of implementation.

# THANK YOU!

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